

Wyoming School Comprehensive Plan
Overland Elementary



Rock Springs, Wyoming
Ryan Allen, Principal

2016-2017

PLAN SIGNATURES



District Superintendent



District Board Chairman



WAEA School Improvement Representative

2016-2017

Plan Year



DISCLAIMER

This comprehensive plan was developed by the Wyoming Department of Education (WDE) in cooperation with AdvancED Wyoming to align state and federal plan requirements to a common framework. This document meets the requirements of both the WDE and AdvancED for school continuous improvement.

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DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. [\(3.1 Rubric\)](#)

Acceptable

Summary of Practices:

At Overland Elementary, teaching and learning is supported through four big ideas: 1) belief in continual professional development, 2) use data to consistently drive instructional decision making, 3) parents must be kept informed regarding school practices and student progress, and 4) teacher support is critical to recruit, create and retain highly qualified and effective teachers. To support these four big ideas, Overland Elementary offers curriculums that are researched based and Wyoming Content and Performance Standards aligned. Learning expectations are posted, so that stakeholders have active ownership in their learning processes. Lesson plans are created to ensure learning experiences that are challenging, yet which offer equitable opportunities to develop learning skills, thinking skills and life skills across student abilities. District pacing guidelines are followed for instruction, and Overland Professional Learning Communities (PLC) meet consistently to analyze accumulated data, which then drives the instructional process.

Monitoring & Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. [\(3.2 Rubric\)](#)

Needs Improvement

Summary of Practices:

All Title I Schools: Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students.

School personnel use data from student assessments and an examination of professional practice to monitor and adjust curriculum, instruction, and assessment; this ensures vertical and horizontal

alignment within and across grades and supports Overland’s Mission. District pacing guides are followed to ensure that enough time is provided for students to achieve their learning targets. Established decision rules determine the provision of specific enrichment or intervention activity provision, based upon student data.

Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (3.3 Rubric)	Effective Practice
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Summary of Practices:

Staff collects and analyzes student data in order to determine student learning, and instruction is adapted based on the data received. Overland’s professional practice is to follow a circular process of evaluation, with re-teaching or interventions (alternate curriculums or instructional strategies) provided as needed. Further, teachers utilize technology (interactive smartboards, computers, iPads, apps), manipulatives (blocks, beads, counters, pictures) and Cooperative learning strategies to encourage students to work together, communicate and problem solve, thus supporting empowerment and learning across learner strengths and needs.

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	Acceptable
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Summary of Practices:

By following district policies and procedures for monitoring and evaluating instructional practice, and by providing building-based Instructional Facilitators, school leaders ensure that 1) instruction is aligned with Overland’s values and beliefs about teaching and learning, 2) instruction is aligned with the approved curriculum, 3) instructors are engaged in student learning and are aware of student needs, and 4) teachers are demonstrating standards of best instructional practice.

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	Acceptable
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Summary of Practices:

All Title I Schools: Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data.

All members of the school staff participate in collaborative learning communities that are grade specific, discipline specific, and functionally specific to support student learning and school-wide behaviors. The collaborative learning communities meet formally at least once per week, and informally through lunch, planning times, and other daily activities. Our Building AMP (Achievement Monitoring Process) team, which is akin to BIT teams, also follows a district guided protocol and decision rules. AMP discusses and analyzes data brought forth regarding individual students and their needs. Records are kept on a standard form and the procedures ensure an equitable education for all students. This system is continually reviewed and revised if necessary to meet student needs. Formal meetings follow specific agendas, and minutes are gathered and shared with other building staff as appropriate. Common language, written procedures and standard reporting tools are utilized to create efficient decision-making that drives the instructional process that supports student achievement.

Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. (3.6 Rubric)	Acceptable
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Summary of Practices:

Overland Elementary Staff participate in professional development activities to learn curriculum instruction, strategies for student support and effective data analysis for decision-making. Staff then utilizes the skills they have learned to remain current with regard to best practice in the field of education. Student learning and achievement is determined by classroom, district and state assessments, and changes in instruction or pacing result through routine data analysis.

Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. [\(3.7 Rubric\)](#)

Acceptable

Summary of Practices:

The Leadership of Overland Elementary School follows district procedures and policies for hiring and keeping highly qualified staff. Once employed at Overland Elementary, teachers receive professional development opportunities consistent with Overland's Mission and the school district curriculum and instructional expectations. Over the past two years, professional development activities have included topics such as Singapore Math Strategies, Reading Mastery and Creating Effective Data Teams. Additionally, teachers at Overland Elementary work within grade level professional learning communities that support collaboration, problem solving, effective instruction and decision-making skills. Overland, like all schools within Sweetwater County School District Number One, is privileged to have an Instructional Facilitator; the Instructional Facilitator functions as a resource for instructional best practice across grades and specialties within the building. These Instructional Facilitators participate in data team conversations, collaboration groups, modeling lessons, side by side teaching, providing feedback, and sharing resources just to name a few of their many job duties.

Family Engagement (3.8)

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. [\(3.8 Rubric\)](#)

Acceptable

Summary of Practices:

All Title I Schools: List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

All Title I Schools: If applicable, what is your school's plan for assisting in the transition of students from early childhood programs to elementary school programs?

Overland Elementary School views family engagement as a critical component of student success. As such, Overland Leadership has embarked upon providing activities that improve family engagement and participation in our students' educational and social development. Historically, Overland has hosted monthly Title I and Title III parent information nights. Parent/Teacher Conferences are scheduled twice per year; Individualized Education Program meetings with families are held at least once per school year. Parent/Teacher Organization meetings occur once per month, are scheduled in advance with meeting dates and times posted in student handbook/calendars and are on the Overland's website and Facebook

page. However, stakeholder involvement generally remains slight for activities other than the PTO Carnival. In an effort to improve stakeholder participation and involvement in school activities, signs have been created, and placed strategically outside of the building to encourage parent attendance at Parent/Teacher Organization meetings. For the past two years, Overland staff has hosted informational dinners before PAWS assessments. One night per school quarter, Overland Leadership plans a Family Night, where stakeholders are encouraged to return to the school in the evening to enjoy a light meal and engage in educationally relevant, themed activities. Additionally, Overland Elementary has formed educational partnerships with local businesses, and as a result Overland students have participated in presentations about geology, natural gas, and science. For each of these planned Family Night activities, students receive books, science experiments, or math games that they may keep and take home. As a result of Overland’s efforts to improve stakeholder engagement, participation rates in each activity have steadily increased.

Overland Elementary School does assist in the transition of students from early childhood programs to elementary school programs. Once a year we participate in an event at Head Start in which parents can come and learn school district procedures for entering Kindergarten. During these events, district elementary schools, are represented by the building administrator and kindergarten staff. Parents learn about all of the information families will need to know in order to support students to be successful. Overland Elementary and the district also participates in meetings with the Child Development Center to ensure that we are ready to accommodate any IEP services and or student needs that will need to be addressed. Once these meetings occur, Overland Elementary hosts a Kindergarten roundup in which all incoming students are invited to come to the school and take a screener. This helps us identify strengths and weaknesses and balance classrooms to meet needs. Overland Elementary looks at the whole child during this event with academic screeners being the focus and vision and hearing screenings taking place as well as behavioral/social skills being observed.

Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. [\(3.9 Rubric\)](#)

Acceptable

Summary of Practices:

Overland Elementary is a small school, and staff members are able to form relationships with students easily through the process of instruction and supervision across educational settings and tasks. That being said, Overland staff have committed to creating and following a formal system of student advocacy, wherein each student in the building has at least one adult who is well known and supportive

of him or her. To that end, Leadership is currently reviewing available methodology and curriculums for student advocacy programs, and is in the start-up stages for launching a formal advocacy system in the fall, 2015.

Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. [\(3.10 Rubric\)](#)

Acceptable

Summary of Practices:

Overland Elementary follows district-mandated grade reporting practices. Report cards are created to align with Wyoming Content & Performance Standards expectations, and students receive marks ranging from 4-1 (a score of 4 signifies Exceeds Expectations, and scores then range down to 1, which signifies Below Basic expectations) each quarter. Students receiving instructional services through special education address goals and objectives that are aligned to Wyoming Content & Performance Standards expectations. Student progress notes for each identified goal and objective are defined and shared with parents once per quarter as well.

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. [\(3.11 Rubric\)](#)

Acceptable

Summary of Practices:

All Title I Schools: List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

All staff members participate in a continuous program of professional learning. The district works to ensure that all staff has training and professional opportunities relative to their area of instruction, grade level and specialization. New staff members are supported through facilitators and building mentors, and receive a week of orientation prior to the commencement of the school year. Sweetwater School District Number One utilizes Public School Works an online training program specifically developed to address each of the personnel training components mandated by federal and state agencies.

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. [\(3.12 Rubric\)](#)

Acceptable

Summary of Practices:

All Title I Schools: What is your school's approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

Over the last school year, data analysis revealed that third and fourth grade students were not making adequate or expected growth with regard to math standards, and so a grant was written in order to provide funding to implement an after school mathematics intervention. Overland is currently implementing this program

Additionally, students identified as needing additional support to attain academic benchmark targets were invited to attend summer school, where reading and math were the targeted subjects. Students receiving specialized instruction who were identified as struggling to maintain their education skills were invited to attend Extended School Year services through the Department of Special Education. Instruction was provided in ESY based on individual student goals. The district also has an [Early Literacy Plan](#) that Overland will follow.

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. [\(5.1 Rubric\)](#)

Acceptable

Summary of Practices:

Our belief at Overland Elementary is that our school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness; Overland uses the assessment results to guide continuous improvement. To achieve this comprehensive assessment system, Overland follows district and curriculum pacing guides for instruction and assessment. Similarly, Overland's participation in district and state progress monitoring measures occurs at least two times per year in accordance with state and district timelines. Ample time is built into assessment administration to allow for student absences, computer malfunctions, and extended time per Individualized Education Program (IEP), 504 Plan accommodations or student absences from school.

Collecting, Analyzing & Applying Learning from a Range of Data Sources (5.2)

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. ([5.2 Rubric](#))

**Needs
Improvement**

Summary of Practices:

Overland staff meets weekly within PLCs to gather and analyze data. Data sources considered include:

- Student performance on recent administrations of MAP and DIBELS,
- Common Assessments,
- Unit Assessments,
- Intervention progress monitoring,
- Student observations,
- Language acquisition status for students whose primary language is not English,
- Student behaviors in and out of class, and
- School attendance.

Discussion regarding lesson plans, instructional strategies, assessment results and pacing are all considered when identifying student strengths, needs and patterns. PLC teams consider factors that influence test results and consider whether student performance may be attributable to “can’t do,” “won’t do,” or “having a bad day” behaviors. When teams determine that student achievement reflects deficits with student schema or foundational skill, then appropriate interventions are recommended for a period of time, generally six weekly data points. At the completion of that time, data is once again analyzed to determine the next steps instructionally. Similarly, when PLCs identify students in need of enrichment, appropriate activities are planned in order to continue student interest, growth and achievement.

Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. [\(5.3 Rubric\)](#)

**Needs
Improvement**

Summary of Practices:

Overland staff participates in district-level and building-level professional development opportunities in order to receive training regarding curriculum, instructional strategies, assessment and data analysis for decision-making. Additionally Overland staff benefit from professional consultation opportunities provided at the building level regarding data teaming. Overland Elementary is also fortunate to enjoy the provision of a building-based instructional facilitators, who has been trained regarding reading and math instruction and who facilitates effective instruction and data analysis within PLCs meetings. Over the course of this year Overland will spend one or two days with an external data teams trainer to help build capacity in our teams. Overland will also attend professional development days to build Instructional Planning Resources, which will then be utilized, analyzed, and instruction will be adjusted.

Determining Verifiable Improvement in Student Learning (5.4)

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. [\(5.4 Rubric\)](#)

**Needs
Improvement**

Summary of Practices:

Overland Elementary's grade level teams, the PLCs, monitor student progress through a continual system of meetings and data analysis that guides instructional practice and interventions. Overland's building level teams, Leadership, AMP and PBIS, engage in continual analysis of student skill and needs, through scheduled meetings, that may extend beyond the simple data analysis/intervention process. Through these meetings, students are monitored and may be referred for specialized assessment to identify suspected disabilities. Student behaviors are monitored for the impacts of positive reinforcement schedules or possible negative influences. Finally educational practice and stakeholder involvement are monitored to determine areas needing support (as with Stakeholder Involvement or building communication) or recognition. These established processes allow Overland staff to analyze student strengths and needs not only horizontally, but also vertically, thus ensuring continued growth and attainment of our Mission.

Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. [\(5.5 Rubric\)](#)

Acceptable

Summary of Practices:

Overland Elementary shares information with stakeholders through a variety of ways. Parent/Teacher Organization meetings, Title I and Title III are scheduled monthly and Parent/Teacher Conferences are scheduled twice per school year. Notifications of these meetings are posted on Overland's Facebook page and Overland's school page on the district website. Additionally, signs are posted outside around the school, notifying stakeholders about PTO meetings, and notifications for all scheduled events are posted monthly in the school newsletter. At these meetings, Overland staff share building-based information regarding upcoming events, test results, opportunities for involvement, and general interest issues with stakeholders.

At the district level, information regarding Overland's activities and student progress is reported to stakeholders through the district website, letters home discussing PAWs performance and school choice opportunities, and during scheduled board meetings.

Within the Rock Springs community, Overland's information is proudly shared through Facebook updates, principal tweets, and articles and photos displayed in the Rocket Miner newspaper.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. [\(1.1 Rubric\)](#)

Acceptable

Summary of Practices:

The Overland Elementary School community believes our purpose is to educate all our students. We are here to provide a safe environment that promotes learning, and to continually adjust our practice to meet the changing needs of our pupils. To that end, the Overland Elementary School community, including staff, students, families and local business partners, engaged in a collaborative process develop the following Mission Statement:

“We at Overland are here to learn, be safe, and succeed in all areas.”

Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. [\(1.2 Rubric\)](#)

Acceptable

Summary of Practices:

Staff at Overland Elementary School engages in routine collaborative activities, through PLCs, Positive Behavioral Interventions and Supports (PBIS), AMP, Title I, Title III, Special Education and Leadership meetings. The foundation of every collaborative activity is to continually monitor student progress, so that instruction may be adjusted to meet identified student needs through processes of enrichment, intervention, or specialized instruction. The meetings have documented agendas and meeting minutes, which are made available for review after meetings adjourn.

Additionally, Overland Elementary engages in the use of data dashboards that are constructed to inform specific groups of stakeholders. Generalized data dashboards may be found in public areas of the

building, these dashboards provide information to stakeholders regarding Overland’s test scores and progress, as a whole community. Personalized data dashboards are utilized in the Overland conference room, so that teachers and interventionists can easily monitor student achievement across time.

School Improvement Process (1.3)

The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. [\(1.3 Rubric\)](#)

Acceptable

Summary of Practices:

All Title I Schools: Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

Staff members at Overland Elementary recognize the inherent difficulty with keeping stakeholders consistently involved in the day-to-day activities at Overland. Therefore, Overland staff members encourage parents to become involved, or stay involved, through Parent Teacher Organization meetings, Title I or Title III parent information meetings. Staff at Overland Elementary also plan and provide a Family Night once per educational quarter, where our students and their families are encouraged to come back to the school in the evening for a meal and to participate in fun, educational activities.

Overland Elementary staff also understands that parents have commitments upon their time that prohibit them, at times, from coming to the school or meeting with staff. Therefore, parent/teacher conferences are scheduled based on parent preference or need, and classroom teachers send classroom information home in the form of notes or weekly folders. For building wide activities and information, monthly newsletters are created, in both English and Spanish, and sent home with students. Staff members also utilize an automated telephone messaging system to notify stakeholders about upcoming events. Overland’s principal maintains a twitter account through which pertinent information is shared; and the Parent/Teacher Organization manages a FaceBook account in which Overland activities and events are documented. Additionally, to improve student safety and stakeholder awareness, Overland Elementary School and Sweetwater County School District Number One have initiated the use of a Standard Response Protocol for emergency situations. To complement the Standard Response Protocol, community stakeholders have been encouraged to download and utilize the free SchoolWay app to be informed about developing situations within the schools.

These activities and events came about through an extensive data protocol that began two years ago and culminated at the beginning of last school year. During this protocol a school climate survey and a stakeholder survey were given to all students, staff, parents and other community stakeholders associated with Overland Elementary. We analyzed data from each of these surveys and compared areas of strengths and also identified areas to grow. We also analyzed the results from a school wide review process that we underwent to help identify growth opportunities. Our strengths in each of these data points were similar providing a safe learning environment, parents and students felt like they were

learning and that their educational needs were being met. The areas that were most in need of improvement were communication and student advocacy. Our leadership team came together to formulate a plan for how to address these needs. The leadership team is comprised of a representative from each grade level and department in our school a few parents and a representative from our business partners Questar. An advocacy plan was created and implemented starting this school year allowing each student to get to know students from other grades and at least one adult really well. This program has been running very well. We then turned our focus to the issue of communication. We addressed this by implementing the parent nights and communication on social media to better inform stakeholders. We continue to work building a better two-way communication system within all stakeholders. Further we have taken a team to Professional Learning Communities at Work to begin improving internal communication amongst departments. We continue to bring in outside experts when possible to assist with data protocols and systems to build capacity in our staff.

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

<p>Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school.</p> <p>(2.1 Rubric)</p>	Acceptable
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Summary of Practices:

Our belief at Overland Elementary is that effective teaching and learning is achieved by the provision of a structured, safe and organized environment in which we follow established policies and procedures of instruction, dress, staff and student conduct and fiduciary practice.

Accepted policies and procedures are created through the work of a collaborative committee, whose members span disciplines from across the district. The committee creates new, or edits existing, policies, and then sends the proposed work out to educational and community stakeholders for review. Upon finalization of proposed changes or initiated policies, stakeholders are informed through student handbooks, staff handbooks, and website links and school district emails and school board meetings.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	Needs Improvement
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Summary of Practices:

By providing internal and external reviews of compliance with laws, regulations and policies, and by defining roles and responsibilities of governing body members, staff and stakeholders are ensured that the decisions and actions taken by the school district are legal, ethical and free of conflict of interest.

Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. (2.3 Rubric)	Acceptable
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Summary of Practices:

By a process of stakeholder input and feedback, and through support of the district leadership, Overland has been supported in the creation of school improvement plans and goals that are innovative and support student achievement through teacher development and training, provision of research based curriculums and resource allocations.

Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. (2.4 Rubric)	Acceptable
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Summary of Practices:

Leaders and staff align their decisions and actions toward continuous improvement to achieve the school’s purpose. Routine and consistent collaborative meetings are conducted, with decisions aimed at targeting instruction for all students. Opportunities for professional development to improve collaboration, data analysis, and instructional strategies are provided consistently.

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. [\(2.5 Rubric\)](#)

Acceptable

Summary of Practices:

Leaders communicate effectively with teachers, families and community partners, to inform and solicit feedback aimed at improving educational practice and student success. Through the provision and participation of routine parent/teacher organization, Title I and Title III parent night, and Leadership meetings, collaborative work results in measurable stakeholder participation, sense of community and overall student achievement.

Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. [\(2.6 Rubric\)](#)

Acceptable

Summary of Practices:

Overland Elementary and Sweetwater County School District Number One have mission statements that are aligned, and we continue to address our student improvement plan through our leadership teams and PLCs. Overland Elementary school staff are all highly qualified and follow an evaluation process to ensure school effectiveness and student achievement. Additionally, Overland Elementary staff members actively engage in opportunities for professional growth in order to offer best instructional practice to our stakeholders

DOMAIN 3: RESOURCE UTILIZATION

AdvancEd Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. [\(4.1 Rubric\)](#)

Acceptable

Summary of Practices:

All Title I Schools: What strategies are used to attract highly qualified teachers to high need Title I schools?

Our belief is that Overland Elementary provides resources and services for a safe and healthy learning environment. We achieve this by following district established staffing, recruitment, mentoring, training and improvement guidelines. At this time, all professional and para-professional staff at Overland Elementary possesses highly qualified status.

Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. [\(4.2 Rubric\)](#)

Acceptable

Summary of Practices:

All Title I Schools: How do you coordinate and integrate federal, state, and local services and programs?

Overland Elementary provides for the physical, social and emotional needs of our students through provision of a variety of services outside of traditional instruction. The PBIS team and classroom teachers implement Second Step and Stop and Think programs to address social and emotional skill development in youth through whole-class instruction. Additionally, counseling services are provided to classrooms and to individual students to support emotional needs and social behavior. Demonstrate social skills and problem solving strategies, the numbers of office referrals related to inappropriate behaviors decreases. When students are out of the classroom due to inappropriate behaviors, they are unable to access more instruction and learning. Research supports that when students possess and developmentally appropriate personal and interpersonal behaviors, their time in class and associated achievement improves. Federal funds are also used to support students through our school wide Title I program. These funds support the utilization of a variety of additional services. We have two fulltime teachers that focus on interventions for our students as well as the ability to purchase programs and technologies that are additional supports to what the district already provides. Overland students not

only have several educational supports at the school level, they are afforded the benefit of funds used to support parents and efforts being made at home and after school. Overland conducts a variety of family nights that encourage parents and students to participate together to experience the learning that is taking place and to explore options for ways to support learning at home.

Physical education classes, and associated movement and nutrition activities are provided to encourage students to achieve and maintain healthy lifestyles that support school attendance and learning. Adaptive Physical Education services are provided so that students demonstrating physical limitations are able to participate in tasks and activities with their peers.

Overland Elementary supports the artistic growth and needs of our students by providing art classes, music classes, and a choir program with bi-annual performances. Professionals are actively discouraged from pulling special needs students from Physical Education, Art and Music classes for counseling or therapy provision, so that disabled students have opportunities to participate in activities comparably with their peers.

Overland Elementary provides for the educational needs of our students through the use of research based curriculums aligned to the Wyoming Content and Performance Standards and by allocating sufficient resources to purchase materials that support classroom instruction and student access. District pacing guides and posted lesson plans ensure adequate time for instruction, and collaborative analysis of student data supports instruction provided to meet student needs. Specialized instruction in the resource or regular education classroom is available to support students with learning needs in the areas of Reading, Written Language or Mathematics. Speech/Language Pathology, Physical Therapy and Occupational Therapy are provided as needed to address oral communication, gross and fine-motor limitations that negatively impact an identified student's ability to access the educational curriculum.

Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. [\(4.3 Rubric\)](#)

Acceptable

Summary of Practices:

District and school leaders have adopted a Standard Response Protocol that clearly defines safety precautions and steps to take in case of building or community emergencies. Overland Leadership and staff routinely engage in a variety of fire, lockout and lockdown drills to ensure that stakeholders know what steps to take in the event of an emergency. District and school leaders have encouraged

stakeholders in the community to download and use the SchoolWay app, so that they are informed when specific schools undergo real or simulated emergencies.

Further, District buildings, including Overland, follow a procedure of maintaining locks on all exterior doors, with building access through the main door with authorization. Once stakeholders are granted building entrance, the Raptor Security System requires that picture identification must be provided for scanning. If a stakeholder is cleared through the Raptor system, then he or she must wear an identification tag for the duration of the school visit. If Raptor denies school or student access, then the individual stakeholder is escorted from the building and school premises.

Overland Elementary is one of the oldest facilities within Sweetwater County School District Number One. As such, a regular schedule of maintenance and service checks is followed to ensure that the building systems support a safe and healthy learning environment.

Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. [\(4.4 Rubric\)](#)

Acceptable

Summary of Practices:

Overland Elementary classrooms are equipped with amplification systems that broadcasts the teachers voice through overhead speakers; the result is that each child hears the teacher as if the teacher was standing right next to him or her. Instructional amplification supports student attention to task and instructional comprehension. Overland classrooms are also equipped with Interactive Smartboards and projectors, which allows for interactive instruction with real-time provision of examples for student work.

Overland Elementary possesses a computer lab, and iPad lab, and computers in every classroom and the library. Students are instructed regarding effective technology use, and are encouraged to research material and topics online, and use DreamBox and other sites to support topic comprehension. Computers are also utilized to administer state and district assessments, and as computers are located across educational environments, test-taking accommodations are easily accessed to support student achievement.

Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. [\(4.5 Rubric\)](#)

Acceptable

Summary of Practices:

Sweetwater County School District Number One follows an established procedure for purchasing, upgrading and maintaining classroom and building based technology. Through these established procedures staff receive technology upgrades on an established timeline. Computers and building based technology is similarly upgraded on a routine basis. Wireless connections are maintained to allow for easy access to the Internet, which supports instruction, learning, and assessment.

Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. [\(4.6 Rubric\)](#)

Effective Practice

Summary of Practices:

Through guidance provided by Decision Rules and formal processes, data is gathered and analyzed in professional learning communities within Overland Elementary and Sweetwater County School District Number One. Based upon the assembled data, instructional processes may be altered, through the provision of enrichments, interventions, and referral for multidisciplinary assessment for suspected learning disability or social emotional support, to enhance the wellbeing and educational needs of each student.

Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. [\(4.7 Rubric\)](#)

Acceptable

Summary of Practices:

School personnel implement a process to determine the counseling, assessment, referral, and educational needs of all students. Through collaborative data analysis, student progress is analyzed. When students fail to demonstrate progress and skill as expected, teachers seek guidance from the

Overland AMP team. As a result, as strategy is developed to provide enrichments or interventions to alter the instruction based on the student's identified need. This intervention or enrichment is followed with fidelity for a period of time and the student's data is continually evaluated. If the student's data demonstrates an improvement in skill, then the service provided was successful. If the student fails to make expected progress, then the AMP team considers other instructional options, including a referral for assessment pertaining to a suspected disability. Through the established process of analysis, assessment and intervention, every student is assured that same ability to receive, and benefit from, quality instruction.

Overland Elementary School Improvement Plan

BASELINE: According to Overland Elementary's 2015-2016 School Performance Report, Overland scored at the 31.5%ile in the Growth category, 18%ile in the Equity category, Overland also achieved a score of 60% proficient in the Achievement category. Growth and Equity performance indicators measured by the 2015-2016 dropped from previous years. Participation continued to be met and our Achievement indicator increased by 10%. In order to attain the greatest advancement in student performance indicator scores, thereby moving from Partially Meeting Target to Meets or Exceeds Target ranges, Overland Leadership developed a goal to address improvement within the Growth category. Statistically, if we focus on the growth indicator and meet targets in this category the Equity indicator show simultaneous improvements due to the focus on individual growth.

GOAL(S): By September 2017, Overland Elementary will improve combined student scores within the Growth category by demonstrating an increase in combined student percentile score on PAWS from a reported "Below Targets" (31.5%ile) to a score in the "Meeting Targets" range (scoring at least 45%ile) or higher.

MEASURES: By September 2017 Overland Performance Report data will reflect growth in the combined student Growth category from a score of 31.5%ile in 2016, to a score of at least 45%ile in the coming year, 2017.

METHODS (INTERVENTIONS): Overland Elementary staff members will be participating in a book study that will facilitate a laser focus on data analysis and how to use the analysis to make instructional decisions in order to promote student growth. Overland PLC teams will read chapters in advance and then discuss the information during regularly scheduled PLC meetings. Additionally, Overland PLC teams will also receive the guidance of district administration, building leadership, consultants or coaches. Changes and adjustments regarding instructional targets, instructional strategies, interventions and enrichments will then be made in accordance with data-based decision making following the Data teams process.

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

Overland Elementary will continue to utilize the district curriculum maps as well as the programs that have been purchased for us to use as instructional tools. Overland Elementary has moved along with the district in an effort to focus on high effect size strategies and will put a focus on the work of John Hattie while planning and studying our resources and programs. This will allow teachers to focus on what Hattie indicates to be effective strategies and best practices to achieve the instructional benchmarks set forth by

the state. Student testing outcomes will allow us to monitor the effectiveness of this book study. Also, climate surveys and PLC effectiveness surveys will help to determine if this book study has been a success.

Teaching and learning

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
<p>Analyze: Student data gathered using Common Assessments and short cycle assessments (Data teams protocol will be utilized)</p>	<p>Common and Short Cycle assessment will follow the district Common Assessment calendar, as well as our PLC calendar for the school, related to the content areas of Math and Reading.</p>	<p><u>Facilitators:</u> Ryan Allen, Principal and Terri Hueckstadt, Instructional Coach</p> <p><u>Participants:</u> All certified, and some classified, staff members will participate during assessment process through PLC meetings.</p> <p><u>Activity Cost:</u> No extra cost to the school and no extra cost to the district beyond what is already present.</p>	<p>Again, focused on the growth standard, the use of common assessments and purposeful analysis of results will ensure that we increase student success. Student success will be demonstrated by the number of students receiving a score on the state standardized test indicating growth within the percentile rankings. This will also affect the categories of equity and achievement, as individual skill deficits are remediated</p>

Leadership Capacity			
Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
<p>Leadership Team: Will identify areas of growth and drive the conversation, discussion and ultimately the work the school will do to increase individual student growth</p>	<p>Team will meet monthly and provide guidance as to next steps. They will also provide feedback as to progress being made.</p>	<p><u>Facilitators:</u> Ryan Allen, Principal and Dana Graham, Leadership Chair</p> <p><u>Participants:</u> One member from each grade level and department, building-wide; parent representatives; Community partner representatives.</p> <p><u>Activity Cost:</u> No extra cost to the school or district. Overland finds support by a tremendous PTO, as well as, excellent business partners that participate and sponsor our events.</p>	<p>Monthly meetings target specific areas that will support student growth. Agenda items focus upon building-based communication, parent participation, and leading the school through the school improvement process.</p> <p>Benchmarks will be measured through monthly meeting agendas, attendance logs and meeting minutes illustrating agenda targets and next steps.</p>

<p>PBIS Team: Positive behavior interventions and supports will focus on identifying students that are struggling behaviorally and intervening before it becomes a full-blown problem. They will also ensure that a safe and secure learning environment is at the forefront of our schools plan for operation.</p>	<p>This identification process will take place fluidly through out the year and be monitored through a combined effort with AMP.</p>	<p><u>Facilitators:</u> Ryan Allen, Principal and Cassandra Vincelette, PBIS Chair</p> <p><u>Participants:</u> One member from each grade level and department, building-wide.</p> <p><u>Activity Cost:</u> Minimal cost to the school through our activities fund. Most rewards and recognition come in the form of no cost activities and internal rewards.</p>	<p>PBIS committee ensures that all students are safe and focused ready to learn to the best of their ability. This addresses the benchmark of growth as well. We can show improvement if students are ready to learn and have a positive environment to do so.</p> <p>Benchmarks will be measured through meeting agendas, attendance logs and meeting minutes illustrating agenda targets and next steps, as well as SWIS data accumulated throughout the school year.</p>
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<p>AMP team: Will review and revise our building plan to meet district goals and Overland's goals in terms of student growth and success.</p>	<p>AMP team meets weekly to monitor student progress and follows protocols set by the district for instructional decision-making.</p>	<p><u>Facilitators:</u> Ryan Allen, Principal and Cassandra Harris, AMP Chair</p> <p><u>Participants:</u> One member from each grade level and department, building-wide.</p> <p><u>Activity Cost:</u> No extra cost to the school or district. The only cost is a small sum for copying already in the budget.</p>	<p>The AMP committee is directly responsible for monitoring the progress of students. The team will support teachers in the effort of providing quality, differentiated instruction to meet students at their individual skill levels. Differentiated instruction will lead to the successful achievement of our goal to improve Growth.</p> <p>Additionally, systematic implementation of new school district AMP forms and processes will ensure accurate and timely information is used to inform decisions regarding interventions and instruction.</p> <p>Benchmarks will be measured through accumulated meeting agendas, attendance logs and meeting minutes illustrating agenda targets and next steps.</p>
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Resource Utilization			
Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
<p>Participate: In a program study of the Eureka math program materials and content.</p>	<p>The Eureka Math program materials study will take place beginning first quarter. It will continue for the remainder of the 2016-2017 year</p>	<p><u>Facilitators:</u> Ryan Allen, Principal and Terri Hueckstadt, Instructional Coach</p> <p><u>Participants:</u> All certified, and some classified, staff members will participate during assessment process through PLC meetings.</p> <p><u>Activity Cost:</u> No extra cost to the school or district.</p>	<p>The Eureka Math program materials study will target the Growth Benchmark as well.</p> <p>By studying this program, its materials, and becoming proficient in utilizing its contents, teachers will become more purposeful in their teaching. This will result in enhanced differentiation for all students, as measured by completed lesson plans and student data gathered through common and formative assessments, data review and continued instructional planning.</p>